**Lesson Plans for Mrs. Hanlon’s Class**

**Monday October 24, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Chapter Review**

* *Correct Review and Vocabulary Worksheet.*
* *Play Jeopardy to prepare for test*

**Homework:** Study for test

**Assessment:** Test

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by spelling themed spelling words.

**Materials**: Spooky Spelling Words

**Activities**:

1. **Anticipatory Set:** Create a spooky Halloween story using the spelling words.
2. Have students finish the story with the remaining words.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete story

**10:00-10:30 ENGLISH**

**Chapter 2: Review**

**Objective:** Students will review nouns by completing the Chapter 2 Review

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have each students take a lesson to re-explain to the whole class.
2. Students will independently complete page 82-83
3. Correct as a whole class.

**Assessment:** Teacher observations and completed review

**Homework:** Review

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will prepare for WKCE Testing by completing the practice test.

**Materials**: WCKE Practice Tests

**Activities**:

1. Go over procedures for WCKE testing.
2. Review good test taking strategies and things to remember.
3. Have students do the WKCE tests.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: None

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to understand multiplying decimals by whole numbers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Go over vocabulary from yesterday.
3. Use blocks to explain “Hands-On” lab on page 134.
4. Use Interactive Chalkboard on go over 4.1 Lesson.
5. Allow students to complete page 137, problems 15-30.

**Assignment:** Book work

**Assessment:** Teacher observations and complete book work.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to create a roller coaster for a marble to begin to understand the difference between kinetic and potential energy.

**Resources:** Science Teacher’s manual,

**Activities:**

1. Collect yesterday’s homework. Announce a vocabulary quiz for the today after tomorrow.
2. Review what students have learned about energy thus far.
3. Show students the basics about the marble maze parts
4. Break students into groups and allow them to begin working on their mazes.

**Assignment:** Completed questions about their experiment in their note and lab book.

**Assessment:** Teacher observations and completed lab questions.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday October 25, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

* **Chapter Test**

**Homework:** None

**Assessment:** Test

**9:00-9:30 English**

**Chapter 2: Review**

**Objective:** Students will review nouns by completing the Chapter 2 Review

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have each students take a lesson to re-explain to the whole class.
2. Students will independently complete page 82-83
3. Correct as a whole class.

**Assessment:** Teacher observations and completed review

**Homework:** Review

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:10 Computer Lab**

**Objective:** Students will create Poetry booklets

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Allow students to work on various pieces of writing.
2. Allow students independently work on their poetry booklets.

**Assessment:** Final pieces of writing

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will prepare for WKCE Testing by completing the practice test.

**Materials**: WCKE Practice Tests

**Activities**:

1. Go over procedures for WCKE testing.
2. Review good test taking strategies and things to remember.
3. Have students do the WKCE tests.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: None

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to understand multiplying decimals by whole numbers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Go over vocabulary from yesterday.
3. Use blocks to explain “Hands-On” lab on page 134.
4. Use Interactive Chalkboard on go over 4.1 Lesson.
5. Allow students to complete page 137, problems 15-30.

**Assignment:** Book work

**Assessment:** Teacher observations and complete book work.

**1:20-2:00 BOB Blowout**

**Wednesday October 26, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Chapter 2: Test**

**Objective:** Assess student understanding of Chapter 2.

**Materials:** Houghton Mifflin: English

**Activities:**

1. Briefly explain the test to students.
2. Have students to the Chapter 2 Test.

**Assessment:** Teacher observations and test

**Homework:** None

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by spelling themed spelling words.

**Materials**: Spooky Spelling Words

**Activities**:

1. **Anticipatory Set:** Create a spooky Halloween story using the spelling words.
2. Play ‘Spello’ with spooky words.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete story

**11:00-11:45 Reading**

**Objective**: Students will prepare for WKCE Testing by completing the practice test.

**Materials**: WCKE Practice Tests

**Activities**:

1. Go over procedures for WCKE testing.
2. Review good test taking strategies and things to remember.
3. Have students do the WKCE tests.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: None

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math-Fifth Grade Spooky Story**

**1:20-2:00 Classroom Party**

**2:00-2:15 Recess**

**2:15-2:55 Halloween Parade**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Lesson Plans for Mrs. Hanlon’s Class**

**Monday November 1, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Health Body Transport systems**

## **Objective:** Performance will be satisfactory when the learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Student textbook pages 4-69

* Teacher Manual p. 2A-37
* Activity book pages 1-3
* Transparencies 5, 7-10, 14
* Safari Montage
* Smart Board Lessons on each system

**Procedure:**

**Lesson 1- Body Transport Systems**

* Read pages 4-9
* Activity Book p.1
* Talk about how a cell builds into an entire body system
* Optional: Break students into groups to create presentations on each body system for Lesson 1, 2 &3 to present to the class
* Activity Book p.3

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying compound words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** Use page 157E-F in teacher’s manual.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 101-103 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Lesson 1: Action Verbs**

**Objective:** Students will identify action verbs in a sentence

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Complete the “Reteaching” activity to get students thinking about action verbs.
2. Read and complete pages 96-97 as a whole class.
3. Students will independently complete worksheet 1
4. Work time on worksheet page 1

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill of determining the difference between fact and opinion.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** Use page 130 J in teacher’s manual. As a whole class, Have students determine which job is more demanding an athlete, performer, or politician.
2. Introduce the theme using the pictures, quotes and letter’s found on pages 130-135 in text.
3. Read the “Teacher Read aloud” to students found from pages 135A-135B. Ask questions and explore the student’s opinion.
4. Build student vocabulary by studying pages 136-137 with students. (Optional: Complete Wordbook page 95)
5. Listen to the story on CD. Story is found on pages 138-151.
6. Discuss questions on page 1526 as a whole class.
7. Students will begin completing pages 98: Fact and Opinion Chart and page 97: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to understand multiplying decimals by whole numbers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct and discuss yesterday’s homework.
3. Allow students to complete worksheet 4.1 Practice/Story Problems.

**Assignment:** Worksheet.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to create a roller coaster for a marble to begin to understand the difference between kinetic and potential energy.

**Resources:** Science Teacher’s manual, Marble maze materials.

**Activities:**

1. Finish mazes and allow students to take times for mazes.
2. Share maze designs as a whole class.

**Assignment:** None

**Assessment:** Teacher observations and completed Maze.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday November 2, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Health- Body coordination systems**

## **Objective:** Performance will be satisfactory when the learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Student textbook pages 4-69

* Teacher Manual p. 2A-37
* Activity book pages 1-3
* Transparencies 5, 7-10, 14
* Safari Montage
* Smart Board Lessons on each system

**Procedure:**

**Lesson 2- Body Coordination Systems**

* Read pages 10-13
* Activity Book p. 1

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 English**

**Lesson 2: Direct Objects**

**Objective:** Students will identify action verbs and name their direct objects.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have students imagine that they have a robot. Generate a list of commands that they would give a robet.
2. Read and complete pages 98-99 as a whole class.
3. Students will independently complete worksheet 2
4. Work time on worksheet page 2

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-WKCE Test Preparation**

**11:00-11:45 WKCE reading Session #1**

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to know how to multiply a decimal by a decimal.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss “Hands-On Lab” on page 139. Use water to demonstrate—1/3 of a 1/3.
4. Use Interactive Chalkboard to complete discuss 4.2
5. Have students complete page 143 16-28 evens.

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to understand that kinetic and potential energy can each be transformed into the other. In all cases energy is neither created nor destroyed.

**Resources:** Science Teacher’s manual

**Activities:**

1. Read as a whole class pages F44-F49.
2. Have students complete their notes on the unit.
3. Complete Potential/Kinetic Energy Worksheets

**Assignment:** Completed Notes

**Assessment:** Teacher observations and completed notes.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday November 2, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Lesson 3: Main Verbs and Helping Verbs**

**Objective:** Students will identify verbs in a sentence and identify them as main verbs or helping verbs.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Make a chart labeled “Sentence” “Main Verb” “Helping Verb” Describe the football player on page 100.
2. Read and complete pages 100-101 as a whole class.
3. Students will independently complete worksheet 3
4. Work time on worksheet page 3

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Prepare for WCKE Testing**

**11:00-11:45 WCKE Testing Reading Session # 2**

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to know how to multiply a decimal by a decimal.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students complete worksheet 4.2 Practice/Story Problems.

**Assignment:** 4.3 worksheet

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to review energy as it is transferred through sound and electricity.

**Resources:** Science Teacher’s manual, Science DVD F

**Activities:**

1. Hand back and discuss quizzes.
2. Demonstrate a tuning fork
3. Have students watch Parts 3 & 4 of DVD.

**Assignment:** Work on homework packet.

**Assessment:** Teacher observations and homework packet

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday November 3, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will create Poetry booklets

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Allow students to work on various pieces of writing.
2. Allow students independently work on their poetry booklets.

**Assessment:** Final pieces of writing

**Homework:** None.

**9:15-10:00 LMC—without mrs. dickenson**

**\*Prepare for WKCE Testing\***

**10:00-10:10 Teacher Read aloud and snack**

**10:05-10:55 D.A.R.E.**

**11:00-11:45 WKCE Reading Testing**

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**Objective:** For students to know how to divide decimals by whole numbers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss “Mini Lab” on page 144.
4. Use Interactive Chalkboard to complete discuss 4.3
5. Have students complete page 146-147 12-30 evens.

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to begin understanding thermal energy.

**Resources:** Science Teacher’s manual, Science Lab books.

**Activities:**

1. Introduce Thermal energy
2. Complete the lab on page F77 “Melting the Ice”

**Assignment:** Complete questions that follow the experiment.

**Assessment:** Teacher observations and lab questions.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday November 5, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30 Music**

**9:00 Gym**

**9:30-9:45 Teacher Read aloud and snack**

**9:45-10:15 Spelling**

**Objective:** Assess student understanding of weekly spelling words.

**Materials:** Spello

**Procedure:**

1. Play Sparkle
2. Give Test
3. Correct while playing ‘Spello’

**Assessment:** Teacher observations

**Homework:** Test

**10:00-10:30 English**

**Lesson 4: Linking Verbs**

**Objective:** Students will identify linking verbs and the word that it identifies in the predicate.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Complete the “One-Minute Warm-up” on the board.
2. Read and complete pages 102-103 as a whole class.
3. Students will independently complete worksheet 4
4. Work time on worksheet page 4

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Students will create draft their poetry booklet.

**Materials:** Poetry booklet

**Procedure:**

1. Allow students independently work on poems

**Assessment:** Final pieces of writing

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill of determining the difference between fact and opinion.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** “Profile of a Champion” found on page 130I in manual. Have students share with the class who they admire and why.
2. Review the story by discussing workbook pages 96-97. Focus on how on page 96 key differences between facts and opinions. For page 97, review keys ways to look for answers in a story. (Teacher’s Manual page 157A-B)
3. Have students think of key words that make something opinions Read the story on page 98 to students.
4. Complete page 15 as a whole class.
5. Review common and proper nouns by having students work with a partner to complete workbook pages 105-106. Explain directions to students.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Objective:** For students to know how to divide decimals by whole numbers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Math facts test
2. Correct homework and discuss any problems.
3. Have students continue to divide decimals by whole numbers. Allow them to work on homework 4.3.
4. Students can work on enrichment packet if there is time.

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to know that thermal energy is the total kinetic energy of the particles that make up a substance.

**Resources:** Science Teacher’s manual

**Activities:**

1. Review yesterday’s lab.
2. Read and discuss pages f78-f83.
3. Allow student to fill in their notes on thermal energy.

**Assignment:** Begin thinking about the best can cozie that you can make.

**Assessment:** Teacher observations

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.